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ABSTRACT

This paper describes a community college program for the disadvantaged student which uses retention of minority students as an evaluation tool. Organized as a separate unit but operating directly under the Academic Dean's office, the program at Central Florida Community College uses open-ended nonpunitive, humanistic instructional techniques, coupled with structured performance objectives and criterion-referenced standards, to administer an academic program which includes social science, reading, English, math, and psychology. The program also provides individualized and group tutoring, and individual counseling. It currently (1977) serves approximately 500 students per term. A major standard of evaluation is a minority retention study, which, conducted over a three-year period, shows a black American retention and graduate figure of 38%. State of Florida Office of Economic Opportunities figures credit Central Florida with the third highest minority retention level in the state. Total disadvantaged student retention and graduation (black, white and other) is equal to that of the traditional student at the college. The program is more than cost effective. A statement of philosophical and research foundations is included. (Author)

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# Minority Retention in A Community College Program for the Disadvantaged

Carolyn West, John Simpson, and Charles W. Jones

Central Florida Community College

Running Head: Minority Retention

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# SPECIAL SERVICES PROGRAM

## THE PURPOSE

The Special Services Program of Central Florida Community College provides a comprehensive approach to the instruction of the non-traditional student through specifically designed academic courses, counseling--personal, academic,and career--and tutorial services. It is sponsored by the college and the United States Office of Education.

## STUDENTS SERVED

Any student with academic, financial, or physical deficiencies may be enrolled in the academic courses and may receive counseling through college personnel. They also may receive intensive counseling and tutorial assistance from personnel hired through the federal grant. These students also have access to referral servcies to community and state agencies that can give specific kinds of assistance--Vocational Rehabilitation, Division of Family Services and others.

## SELECTION OF STUDENTS

Students may elect to be in the program or may be advised by their counselor to enroll because of low high school grades, a low score on the Florida Twelfth Grade Placement Test or, as in the case of veterans or other adults, because they have been away from the educational environment for a long period of time.

## MAJOR GOALS OF THE PROGRAM

A. To provide a humanistic, non-threatening learning environment.
B. To provide the supportive services needed for academic success.

## SPECIFIC PROGRAM OBJECTIVES

Academic:

A. To increase reading ability to a minimum acceptable level.
B. To improve writing ability to a minimum acceptable level.
C. To improve the ability to identify and solve social problems.
D. To develop math skills necessary for academic and career success.
E. To develop successful study skills.
F. To provide support in individual instruction.

Student Support:

A. To assist the student in dealing with the red tape of college procedures and regulations.
B. To provide assistance in obtaining financial support.
C. To assist in finding solutions to personal problems hindering academic success.
D. To assist the student in obtaining needed medical information and aid.
E. To enlist the aid of the community in fulfilling student needs.
F. To assist in curriculum innovation and modification for the low-income

and/or academically or physically disadvantaged student.

Affective Domain:

A. To improve the self-concept and attitudes toward self.
B. To integrate the student into the mainstream of the cultural and academic college process.
C. To foster faculty, staff and community acceptance and respect for the student.
D. To build self-confidence in the academic environment.
E. To develop an awareness of educational or career goal.
F. To broaden the student's cultural spectrum.

COURSES OFFERED

The Special Servcies Program inclu-es basic education courses, designed for "high risk" students, which have been in existence since 1966--first as a remedial, non-credit program then as a full college transfer group of courses in 1972. Courses taught in the academic component of the program include: social science, English, reading, mathematics and psychology of adjustment. All are college level courses and all earn three hours college transfer credit.

Math

Goal: To teach the student math and arithmetic skills necessary in academic or career goals.

Objective: To have 75 percent of students earn a grade of "C" or better by the end of one term.

Strategies: Students begin working at the level of competence they arrive with and proceed through intermediate algebra. Individualized instruction, tutors and a para-professional are used to help the student. The class also meets five days per week. A pre- and post-test are given and evaluation is by testing for competence in math skills.

Reading

Goal: To develop reading skills necessary for success in academic or career courses.

Objective: To have 75 percent of the reading students improving their reading ability by two grade levels at the completion of the course.

Strategies: Students learn vocabulary through instruction in word attack skills, dictionary usage, word pronunciation, word meaning, usage and etymology. They learn comprehension through instruction and practice in recalling specific facts, picking out main ideas in selections and by making inferences. They work on critical reading through instruction in recognizing implications and assumptions, analyzing arguments and understanding basic logic. A pre- and post-test is given to determine a student's rate of progress in reading.

English

Goal: To develop writing skills.

Objective: To have 75 percent of students write at a level deemed necessary for success in college or career courses by the end of the term.

Strategies: The English course involves work in the following areas: spelling, punctuation, sentence structure, word usage, paragraphing, outlining, revision and essay organization. Methodology include a writing journal, behavioral objectives, group work in writing and individualized instruction. Students are taught to write clearly and with organization. Errors in sentence construction are corrected by repeated writing and rewrite exercises. Evaluation of a student's progress is determined by teacher observation of improvement and by a standardized pre- and post-test.

Social Sciences

Goal: To develop the ability to identify and find solutions to social problems in the American society. To be able to list a number of cultural aspects that affect the individual's life.

Objective: To have 75 percent of all students complete the course by the end of the term.

Strategies: The content centers around the present-day American society. Institutions of our society are examined and evaluated. Pragmatic solutions to problems are sought. Methodology involves the use of small group interaction, problem-solving, films, paperback texts, handouts and the discussion method of teaching. The course is behavioralized with students being able to work on any objective they choose at a particular time. Evaluation is based on satisfactory completion of the objectives of the course. A standardized test is administered to measure changes in attitude over a semester.

Psychology

Goal: To facilitate the student's personal and social adjustment and to introduce him to a choice of careers.

Objective: To have 95 percent of all students enrolled in the course complete all objectives by the end of the term.

Strategies: This is a course in personal adjustment designed to help the student understand himself. Personality and self-concept tests are given, along with a number of attitude and aptitude inventories. These are then interpreted to the students, helping them become aware of their strengths and aptitudes. Techniques include group discussions, taped "rap" sessions and structured group experiences.

SPECIAL METHODS USED IN ALL COURSES

A. Warm personal relationships between instructors and students.
B. Small classes; 15 to 25 students.
C. Audio-visual equipment, including sound-on-slide, lecture storage, photograph, video-tape.
D. Individualized instruction that allows a student to move at his own pace.
E. Videotaping of class sessions for playback to evaluate teacher techniques and student response.
F. Open-end, behavioralized courses.
G. Non-punitive grading.
H. A humanistic classroom atmosphere.

Teacher Attitude:

One major difference between the Special Services academic program and other traditional academic programs is the teacher-student relationship. In Special Services there is not a "distance" factor between the two. Instructors are more student-centered in the sense of matching the necessity of students in learning basic skills with the necessity of learning about themselves. They also consider it important for instructors and students to know and accept each other in the student-teacher relationship. So, a lot of ritual is dropped. The teacher's desk is not his island of safety; instead he is with the student. The blackboard and the lecture are not his main tools of communication; the work group and the guiding process are. The teacher as "me" and the student as "them" is gone; instead it is us.

Small Group Method:

One technique used is the small group student method. Students are divided into groups of 5 or 6 as they enroll in the class with each group electing its own coordinator. These groups then help carry on the work of the class, whether that might be objectives to select, projects to complete, or day to day class work. In this way the teacher can act as a facilitator to five groups instead of relating to one group of 20 students.

The students seem to establish relationships easier in the small group. They identify with group members more than with the total class. This strategy seems to help prevent the development of "isolates" among the students. Peer teaching is a common occurance in these groups.

Criterion Reference:

All students are taught by performance objectives and course work is competency based. Each student is given a list of objectives which tell him what he must do, how he is to do it, and how the objective will be evaluated. He also knows the minimum level of performance needed for acceptance. He is also given alternative objectives so that he might have a choice on what he does.

Exams:

There are no final exams; each evaluation for each objective completes that objective.

Grading System:

Possibly, the most obvious difference in this program is the grading system. The possible grades given are A, B, C, and N. The N grade is treated like an incomplete grade in that it is not averaged into the student's grade point average.

To change an N grade into a grade of A, B, or C, the student re-enrolls the following semester and begins working where he stopped. He will, in no case, repeat objectives already done.

Student Involvement:

Special Services has been built around the needs of students. They have been involved in the building and continuous evaluation of the program and because of this have a completely student-centered educational experience.

TUTORING

Goal: To provide individual assistance for student achievement in the academic areas.

Objective: To provide any referred student with a tutor in any of the basic education academic courses.

Strategies: Tutors are assigned to basic education classrooms and are allocated to individual students by both instructor referral and student self-referral. Students are also assigned out-of-class individualized help as needed.

Students are tutored both on specific classroom assignments (such as test retakes) and general problem areas (such as writing deficiencies).

The tutor co-ordinator and the instructors select tutors on the basis of subject area knowledge and personality variables (can they be effective with disadvantaged students).

The co-ordinator oversees all tutor activities and acts as a liason between instructors and tutors.

The tutors instruct and guide only; they do not grade tests or handle classroom bookkeeping.

COUNSELING

Goal: To provide student support in the peripheral and non-academic areas.

Objectives:
1. To provide assistance in obtaining financial support.
2. To assist in finding solutions to personal problems hindering academic success.

3. To develop an awareness of educational or career goal.
4. To assist the student in obtaining needed medical information and aid.
5. To enlist the aid of the community in fulfilling student needs.

Strategies: The program uses a full-time non-teaching counselor whose specific duties are as follows:

1. To provide individual counseling and group guidance.
2. To meet with the community advisory board.
3. To acquaint students with financial aid available in initial interview; to keep forms and packets on hand, and to assist students in filling them out.
4. To confer with the CFCC Financial Aid Officer and those of other institutions to assist students with the application process for admission and financial aid.
5. To maintain catalogs of other institutions and programs.
6. To maintain personal contact with admissions and recruiting personnel at other Florida colleges and universities.
7. To recommend students to the Talent Search Program.
8. To provide special assistance to physically disabled students.
9. To attend local workshops, state and regional conferences for counselors and DHEW, Division of Student Support and Special Program personnel.

COMMUNITY

Goal: To involve the local community in education for the disadvantaged.

Objective: To enlist the aid of community agencies in fulfilling student needs.

Strategies:

1. The formation and regular meetings of a community advisory group.
2. Meetings of the Special Services staff with community leaders and organizations to acquaint the area with the program purposes.
3. Referral of students via the program counselor to appropriate community agencies such as Social Security Administration, Mental Health Institute, Vocational Rehabilitation, Munroe Memorial Hospital, Shands Teaching Hospital, the Bureau of Blind Services, and the Health Department.
4. Participation by local community clubs, examples being the Pilot's Club scholarship fund and the Lioness Club donation of Braille dictionaries.
5. The maintainence of contact with high school teachers and administrators, also school board personnel from Marion, Citrus, and Levy counties.

EVALUATION AND RESEARCH

Goal: To evaluate the effectiveness of the Special Services Program.

Objective: To identify the strengths and weaknesses of the program by descriptive survey and outside evaluation data.

Strategies:
1. An evaluation by Miami-Dade I Division staff under Dr. Dwight Burrough in 1971-72.
2. An evaluation by Southern Association Accreditation Committee in 1974.
3. A summary statement by Dr. John Roueche in 1976.
4. Follow-up studies of students after they leave CFCC as required by the federal proposal.
5. Yearly tabulation of retention and degrees given.
6. Comparison of Special Services and non-special services retention and graduation rates.
7. Pre and post standardized testing in reading and English.
8. Student evaluation of Special Services instructors.
9. Yearly evaluation of staff by director.
10. Yearly evaluation of director by staff.

RESEARCH

Retention and Graduation Figures:

Two basic but different types of retention studies are done by the CFCC Special Services program. The first is a total enrollment versus total graduation over a defined time span. This type of study does not take into account new enrollments during the time span or new graduates after.

The other type uses a single population reduction system; that is, it takes a first time in college group (fall term 1972), and carries it through successive terms until the students have graduated, are attending without graduation, or have stopped attending.

The first series of graphs detail the retention of disadvantaged students over a three year period and compares the program's population with the rest of the campus. It employs a single population reduction method.

I. Overall Retention

Fig. 1

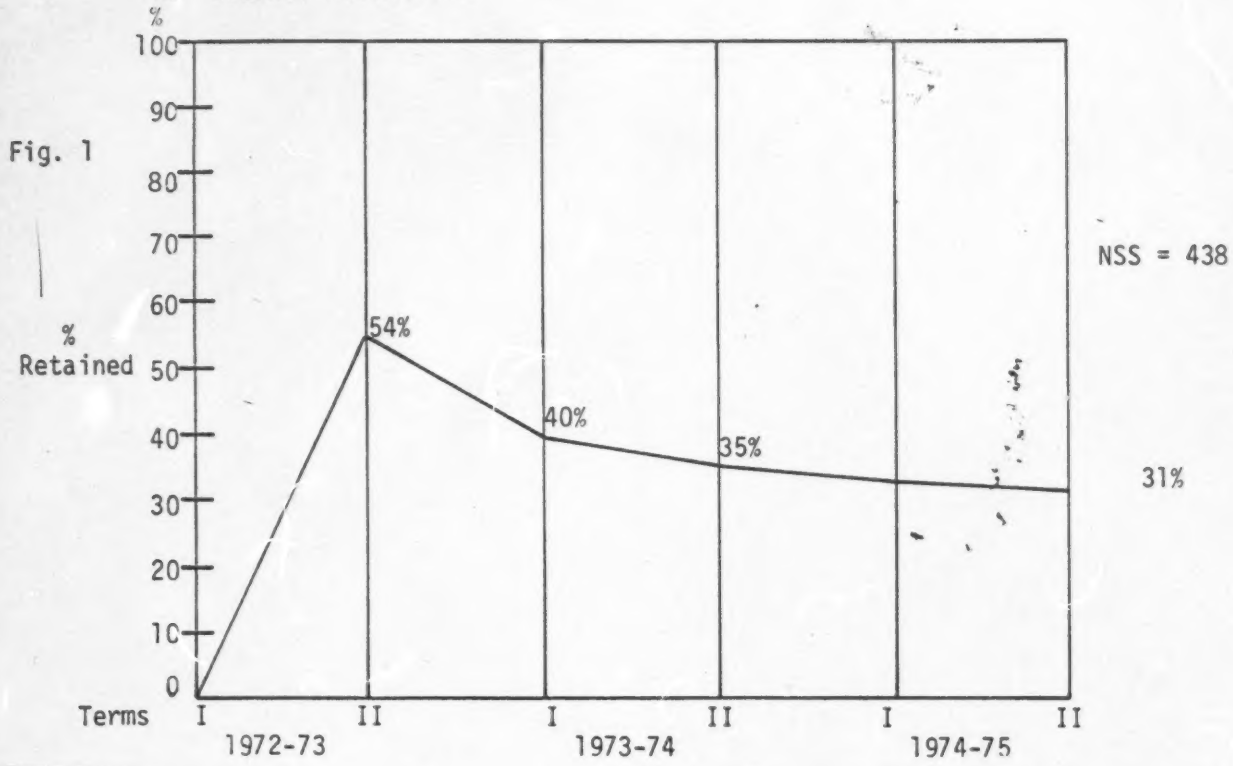


Fig. 1 is the retention rate of the non-Special Services student.

Fig. 2

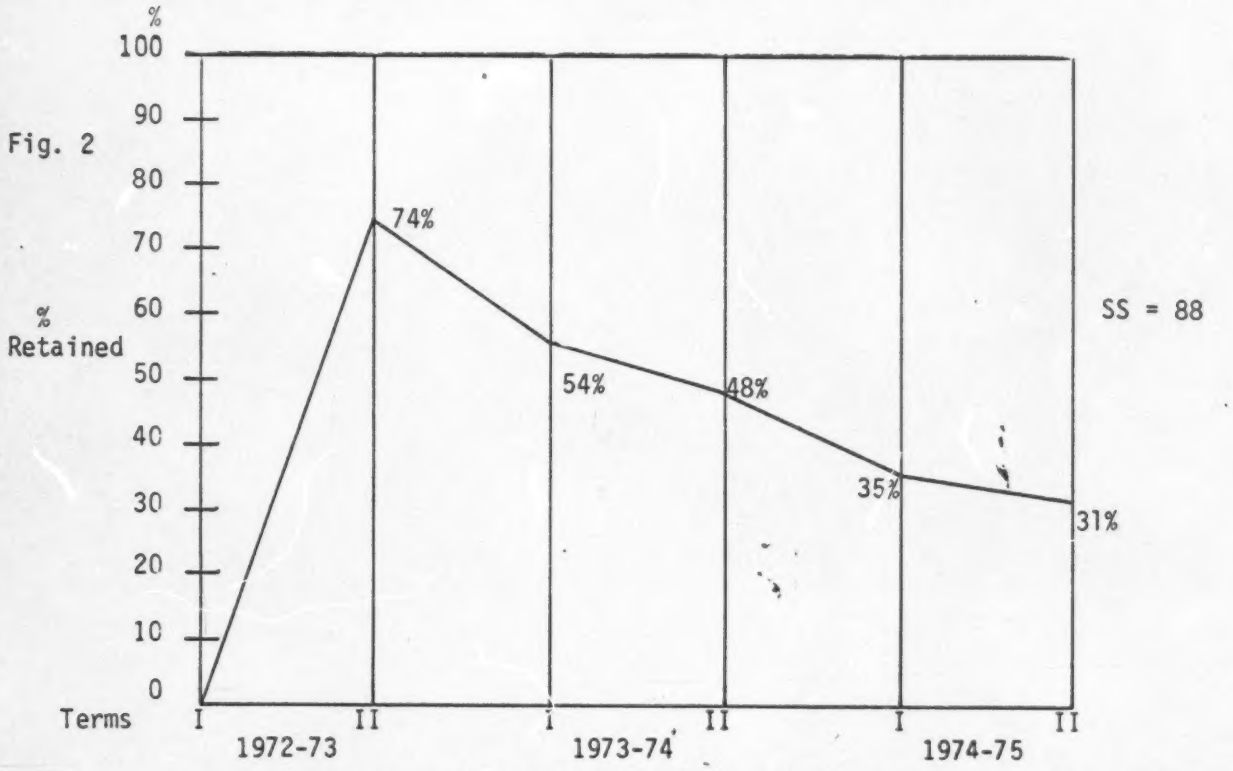


Fig. 2 is the retention rate of those students taking two, three, or four courses in the Special Services Program.

Fig. 3

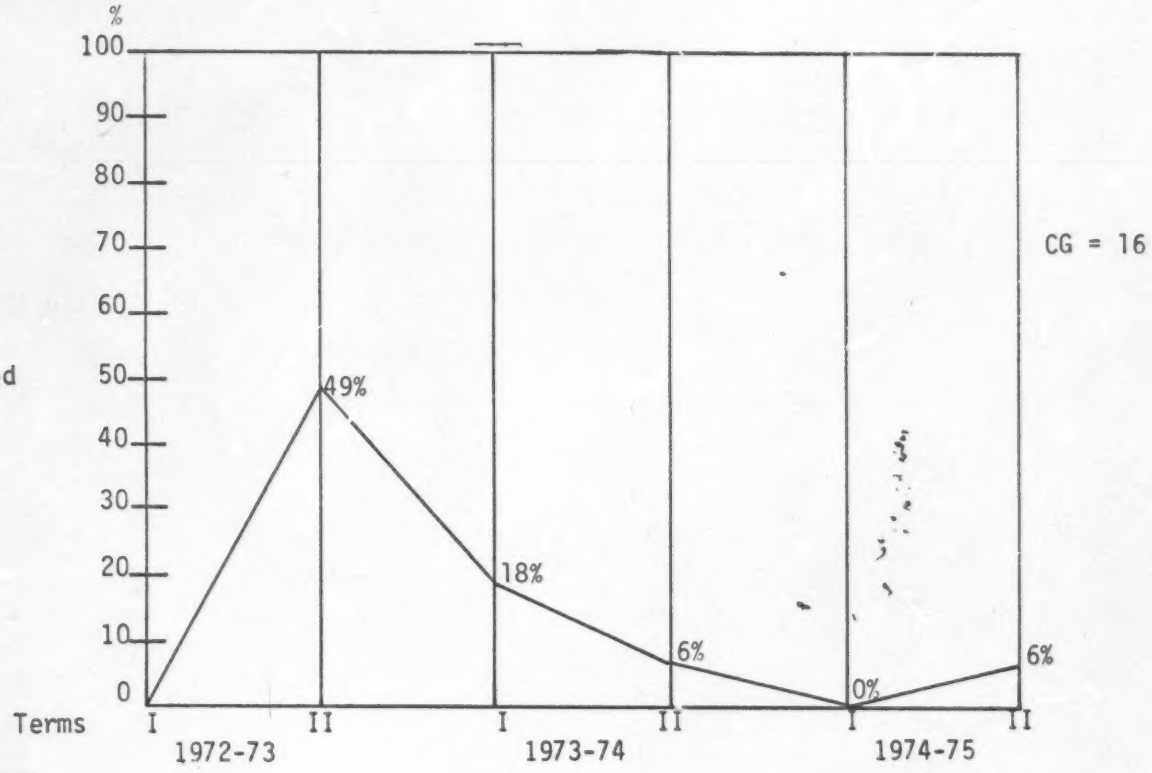


Fig. 3 is the retention rate of the control group population (those students with below 150 (25th percentile and below) on the Florida Twelfth Grade Placement test who had no courses or only one course in the Special Services Program.

Fig. 4

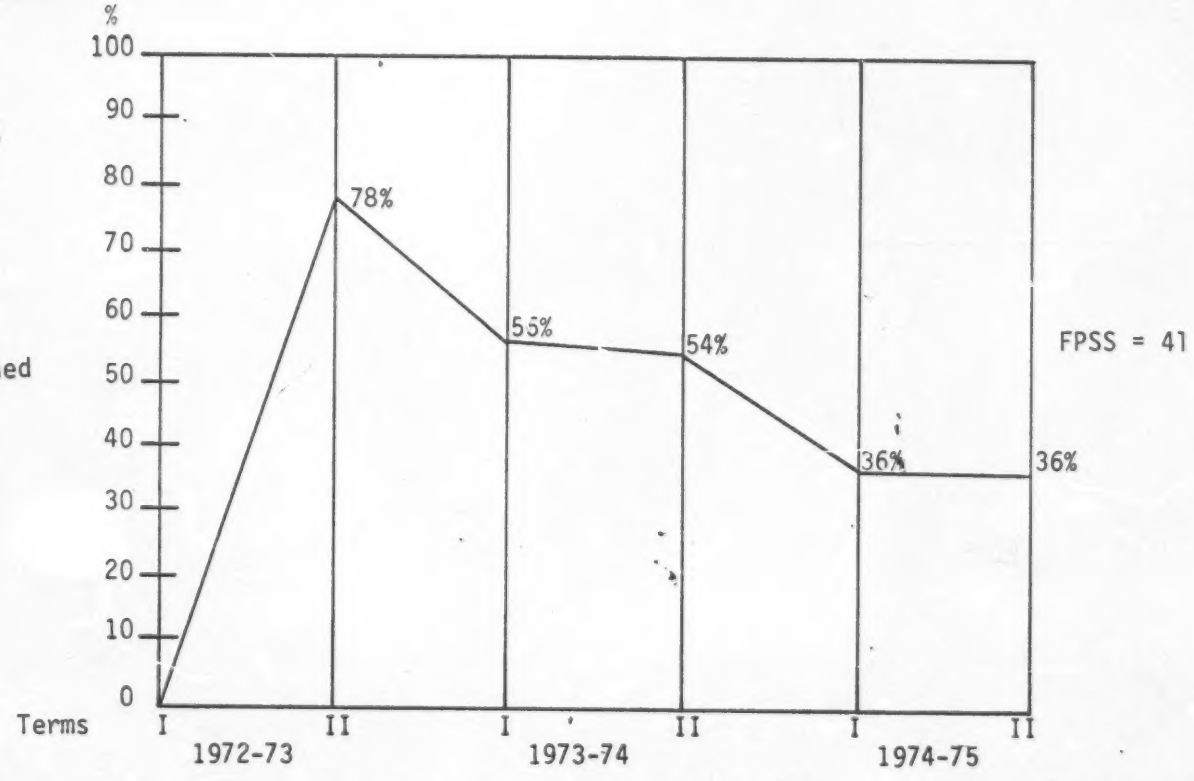


Fig. 4 is the retention rate of the full package (4 courses only) of the Special Services Program.

The second set of figures is different kinds of black American retention studies.

Study A - CFCC Black American Enrollment and Graduation:

Sept. 1972 - Dec. 1976

| All College (Sp. Srvs. Included) | | Special Services Only | |
|---|---|---|---|
| Total Enrolled | = 1190 | Total Enrolled | = 474 |
| Total Graduates | = 138 | Total Graduates | = 96 |
| Per Cent | = 12% | Per Cent | = 20% |

Study B - CFCC Black American Single Population Retention:

Sept. 1972 - May 1975

| Non-Special Services | | Special Services | |
|---|---|---|---|
| First Time Enrollment | = 19 | First Time Enrollment | = 46 |
| Lost | = 18 | Lost | = 29 |
| Retained w/o Graduation | = 1 | Retained w/o Graduation | = 5 |
| " via " | = 0 | " via " | = 12 |
| Total Retained | = 1 | Total Retained | = 17 |
| Per Cent | = 5% | Per Cent | = 37% |

Study C - CFCC Black American Graduate Comparisons

Sept. 1972 - Dec. 1976

| Non-Special Services | | Special Services | |
|---|---|---|---|
| Total Enrolled | = 716 | Total Enrolled | = 474 |
| Total Graduates | = 42 | Total Graduates | = 96 |
| Per Cent | = 6% | Per Cent | = 20% |

In studies A 7 B total enrollment figures are generated from Sept. 1972 but total graduates are generated from May 1974 forward.

In all the studies all those black American taking only one Special Services course are <u>not</u> counted as Special Services students.

Study C is a comparison of Special Services black graduates with non-Special Services black graduates.

The Florida state average for the graduation of minorities is 8%. Central Florida has one of the highest minority graduation rates in the state.

## FACULTY AND STAFF

| | |
|---|---|
| Director | Carolyn West |
| Counseling | Lance Lancaster |
| Secretary | Bonnie Zartman |
| Academic | John Simpson - English, Psychology<br>Jean Covell - Reading, Social Science<br>Bill Jones - Social Science, Psychology<br>Elvira Harris - English, Reading<br>Des Brannan - Social Science, Psychology<br>James Nall - Math<br>Mike Colchiski - Math<br>Kenneth Ross - (Pt. Time Math)<br>Judy Barnhill - (Pt. Time English) |
| Para-Professionals | Shelia Thornton - Reading, English<br>June Whitworth - Reading |
| Tutor-Coordinator | Raffaela Chester |

The purpose of this section is to discuss various aspects of the Special Services Program at Central Florida Community College which seem to be contributing to retention and graduation of non-traditional students. An attempt will be made to provide background, rationale and supporting data on techniques and approaches.

Dr. John Roueche of the University of Texas at Austin is one of the foremost authorities on "non-traditional" student education. After years of studying both successful and unsuccessful programs, Dr. Roueche published his recommendations in Catching Up: Remedial Education, 1973.

Following are the recommendations and explanations of how they are being practiced at C.F.C.C.

Recommendation: #1

The community college should emphasize and work to achieve its goal of serving all students in its community.

C.F.C.C. has done this in many ways of course, but the establishment and maintenance of a strong Special Services Program has served notice to our community that we do intend to serve any student who will give us the opportunity to do so.

Roueche is quick to point out that administrative support is critical, and particularly from the chief executive. The current program at C.F.C.C. has, from its inception, received such support from the highest administrators. It is only fair to note that such support is not always the path of least resistance for those administrators. They have to deal with other sectors of the campus whose self-interests, lack of long range vision, or other reasons, attempt to impede or terminate the effectiveness of the program or the program itself. Support must be strong enough to allow the program to develop sufficiently to stand on its own merits.

Recommendation: #2

A separately organized division of developmental studies should be created with its own staff and administrative head.

In Roueche's studies and many others reported in the literature it has become apparent that the "wholistic" approach is the most successful with non-traditional students. Most frequently non-traditional students have a long history of limited success in most academic areas. These students develop attitudinal and self-concept problems which affect their social and family lives as well as academic. These problems are not dealt with as effectively by a piecemeal series of courses and experiences as a concerted effort by a team of specialists.

When the energy of the team is directed and self-reinforcing, a total atmosphere and environment is established which can support the students while they get to where they want to be. Helping a student in one subject may be of little value if he is failing his other courses, cannot get financial aid, or is having personal problems. Because of the diverse and complex needs which come with these students there must be a close understanding and working relationship among those involved. This leads to Roueche's next recommendation.

Recommendation: #3

Only instructors who volunteer to teach non-traditional students should ever be involved in developmental programs.

The personnel in the Special Services Program at C.F.C.C. are there because they want to be. It is not a matter of the newest instructors being "stuck" with the classes others do not want, or a matter of "fitting something in" for "those" students after other needs have been met.

However, just by having developmental courses as the primary focus of several instructors does not insure a successful program. Several years ago a study was done by a group of University of Florida professors to discover "the best" teaching methods. In traveling all over the United States they found that most

people in most places could identify the "good" teachers. However, these "good" teachers had few characteristics in common. What they seemed to share was an attitude about people, and particularly about students. Combs, Avila and Purkey, in their book, Helping Relationships (1971), found that the following characteristics distinguished good "helpers" from poor ones: (1) believe that people can find adequate solutions to events, as opposed to doubting the capacity of people to handle themselves and their lives; (2) they see others as being friendly and enhancing, not threatening, and see people as essentially well-intentioned rather than evil-intentioned; (3) they see people as possessing a dignity and integrity which must be respected and maintained. People are important beings whose integrity may not be violated or treated as of little account; (4) they see people as creative and dynamic rather than passive or inert; (5) they see people as trustworthy and regard behavior as understandable rather than as sources of satisfaction rather than as sources of frustration and suspicion.

In his attempt to develop a working technology of humanistic education, Dr. Dave Aspy has found characteristics similar to those described by Combs, Avila, and Purkey as positive factors in student cognitive growth. In addition, Dr. Arthur Combs has found similar results in later studies. It appears that these characteristics are important not only for development in the affective domain but in the cognitive as well.

The translation of these attitudes into day-to-day behavior is what is meant by a humanistic classroom atmosphere. These attitudes are manifested in behaviors from simple courtesy to in-depth personal counseling. However, these attitudes are also structured into the program in several ways. These structures fulfill some of Dr. Roueche's other recommendations.

Recommendation: #4

All developmental courses should carry credit for graduation or program certification.

As has already been stated, most non-traditional students come with moderate or no successful academic experiences. It is doubtful that anyone needs to make it explicit by making them start below "college level" or by not giving them credit for what they are doing. That procedure transmits to them our lack of confidence in them and reaffirms their self-concept as unable or unworthy. If we begin by indicating that they cannot make it we are merely increasing roadblocks to success. It must be remembered that the goal of a successful program must be to help students achieve, not to "weed them out."

At Central Florida, we have taken this recommendation to its ultimate by having non-traditional students. This arrangement transmits powerful messages to these students. It tells them that we believe in them, we care about them, and perhaps most importantly,if they continue their academic careers they will do so because they can achieve; not because we lower our standards or pass them out of a sense of obligation.

However, there are critics who claim that standards have been lowered and grades earned in these classes are meaningless. These claims are refuted by grading policies which not only maintain standards but also fulfill Dr. Roueche's next recommendation.

Recommendation: #5

Grading policies and practices should be non-punitive.

Whether we use Benjamin Bloom's term, "mastery learning", or the phrase criterion reference grading, we in Special Services, along with Dr. Roueche, believe that students should be graded on a criterion relative to the subject and not to the other students in the class. Criterion reference grading accepts that learning assignments should be evaluated in relationship to a predetermined standard and not merely a comparison of students' achievement. This approach minimizes the competitoin factor and allows all students to work for their own goals. We in Special Services agree with the mastery learning

People that if something is worth learning we do not serve our goal by assigning derogatory grades which tell nothing about why the student did not achieve the criterion.

In terms of standards, criterion reference establishes clear and distinct standards which not only maintain quality in the academic system but also clarify for the student what is to be done. In 1971, Blumefeld, Boston and Waugh presented a paper to the American Educational Research Association entitled "Effect of Criterion Reference Testing Upon the Use of Remedial Exam Opportunities." In their study, which has been replicated, they found that by using a higher criterion and make-up exams, a greater percentage of students do achieve the criterion. This is the method we employ in Special Services. We can maintain equivalency with other departments courses while increasing opportunities for success for our students.

To understand how this is integrated into a workable system we must look at another of Roueche's recommendations.

Recommendation: #6

Instruction should accommodate individual differences and permit students to learn and proceed at their own paces.

In addition to criterion reference we have developed performance objectives and have an open-ended system which does allow students to work at their own pace.

One of the paradoxes that faces developmental programs is that while non-traditional students are best served in a humanistic atmosphere, they also tend to have a great need for structure. In Roueche's studies and more recently in Dr. K. Patricia Cross' work it has become evident that many non-traditional students have a learning style which relies heavily on external structure.

The use of behavioral or performance objectives imposes the needed structure while the criterion reference testing and grading helps ensure that the objectives are being met. By keeping the classes open-ended we reaffirm our goals of learning and success without imposing arbitrary time boundaries.

In the reading and English classes, diagnostic tests are used to determine where a student should start and what particular needs he might have. He then works at his own pace until he has achieved at least the minimum criteria.

The interweaving of the humanistic approach which tends to be warm, but non-directive, with the behavioral approach which is structured but tends to be cold and rigid is difficult but apparently necessary if the program is to be successful.

Some critics may claim that this type of system may artificially retain students. Indeed, many students will find it necessary to remain in school longer. However, the statistics on the Special Services Program at C.F.C.C. indicate that these non-traditional students are graduating at an equal or higher rate than the traditional students. They are generally not expected to do so.

One of the side effects of an effective program which should be noted is a higher grade point average in the classes. This phenomena is frequently cited as evidence that standards are being lowered and grades inflated. However, with nothing lower than a "C" being averaged in and the effect of a higher percentage of students achieving a higher criterion when make-up exams are used, the higher grade point average must be accepted as a normal part of these programs.

Recommendation: #7

Curriculum offerings in developmental programs should be relevant.

This type of recommendation seems so hackneyed that it deserves little consideration. However, with non-traditional students, it takes on tremendously increased significance. In Roueche's review and summary of the literature up to 1968, published in Salvage, Redirection or Custody (1968) it was shown that most of these students were uncertain of their educational abilities or goals and needed to see results and applications very quickly if they were going to persist.

The courses in the Special Services Program are well suited for this purpose. The social science class takes a personal and contemporary perspective on American society. The reading class includes materials of personal interest and is structured so that immediate results can be realized. The English classes also implement very personal strategies and materials to increase the students' involvement. The personal developmental class takes cognitive data on learning, and psychology and applies it to each student's life. By emphasizing this relevance early in their experience we enhance the probability of their remaining in college.

Recommendation: #8

Regular college curriculum offerings should be comprehensive.

C.F.C.C. is definitely comprehensive in its offerings. This is important for non-traditional students since they are frequently unsure of their goals. It offers options and does not lock them into either stereotyped programs or programs which may not fill their needs.

Recommendation: #9

The counseling function in developmental programs must be of real value to students.

Roueche indicates that this is one of the main problem areas that he has encountered. It is fortunate that the Special Services grant provides for a full-time counselor in the program. He is free to do real counseling functions such as testing, referral, aid assistance, career and personal counseling and institutional liason efforts.

It has been our experience that an academic counselor assigned directly to the developmental program and working as a team member is the most effective. Although counselor and advisor organization may vary it is important that all personnel be sensitive to the needs of non-traditional students.

Recommendation: #10

Efforts should be made to alleviate the abrupt transition from developmental studies to traditional college curricula.

This recommendation has been implemented at two levels - here at C.F.C.C. and at other institutions when students transfer. Strategies for the transition on this campus include formal and informal discussions in almost all Special Services classes on survival skills, such as drop and add, different testing techniques, etc. Also, many formal and informal contacts have been made between faculty members.

While there is no data to support the hypothesis, it seems that attitudes of instructors outside the Special Services area have changed. Some teachers have realized, that by removing the non-traditional students from their basic classes their burden has been lightened. It should have increased their success rate, although again, no data is available. If their success rate has increased it is quite possible that their self-concept as teacher has also increased. If they feel more capable of helping, then when the non-traditional student does reach their classroom they may feel more confident to deal with them.

Also, these instructors are receiving students who have shown themselves capable in other college courses. The perceptions and expectations of both students and instructors should be enhanced by the previous success.

In an almost circular pattern of reinforcement the Special Services Program produces capable students who are accepted and recognized by faculty in other areas which change those faculty members' attitudes about the program and more importantly about non-traditional students.

Even after students leave the Special Services courses their progress is monitored. Whenever they need assistance such as tutoring, they know they can come back for help. Also, when they are ready to transfer, they often seek advice and assistance. The personnel and particularly the counselor,

frequently make the needed contacts and help with the necessary arrangements.

Recommendation: #11

Once programs are established, effective recruiting strategies should be developed to identify and enroll non-traditional students.

While the Special Services grant specifically prohibits recruiting, certain criteria have been established to screen into the program prospective students. Those criteria have included: 150 or below on the Florida Twelfth Grade Placement Test, low high school grades or other indications of possible difficulty in traditional educational situations.

We have also developed a reliable referral process from the other departments to Special Services, with referrals in the past year being made from Fine Arts, Business and Social Sciences, Vocational, Applied Sciences, and Natural Sciences, along with referrals from the community. When an instructor becomes aware that a student needs the kind of help available in the Special Services program he knows he can call and get that student transferred. Most instructors have now realized that these students will have a greater opportunity for success. It also allows that instructor to direct his attention to his other students without feeling he has abandoned any of them. In most cases, the student is relieved and greatful for the new opportunity. Most of them do manage to make a "comeback."

Recently, the Admissions Office made a positive step towards increasing the non-traditional student enrollment by hiring a minority recruiter. They too followed Roueche's recommendations by hiring a minority member for the job. It is significant to note that he is a recent graduate of C.F.C.C. and was a student in the Special Services Program. He has been very successful. He has gone out into the communityto many non-traditional places such as pool-halls to look for prospective students. The Financial Aid officer has been attempting to recruit by speaking to just the parents of high school students. The feeling is that if the parents are aware of what is available and going on, they are more

likely to be supportive.

For the first time, this year during Black Culture Week, the college will be inviting black business and community leaders to be on campus and see first hand what C.F.C.C. has to offer. Hopefully this program will expand and develop. This brings us full circle to again emphasizing our goal of serving all students in the community.

We, in Special Services believe that through all of these aspects of the program we have been able to increase our enrollment of non-traditional students. While they are here at C.F.C.C. we believe that their experiences will be positive and will encourage them to stay, and succeed.

While we recognize that we are only one gear in the college machinery, we believe that our contribution in the area of retention and graduation of non-traditional students has been most significant.